

The Fruit Tree Day Nursery

Clemance Hall, 3 - 15 Brisbane Street, LONDON, SE5 7NL

Inspection date	27/01/2014
Previous inspection date	03/10/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Some staff do not use age appropriate techniques to support children to learn how to manage their own behaviour. Consequently, children are not able to learn how to behave appropriately and what is expected of them.
- Staff working with the toddlers do not provide sufficient and challenging resources to engage, stimulate and promote children's learning through play.
- Opportunities for children to use their imaginative and creative skills are limited, as staff do not provide sufficient resources to enable children to develop a sound understanding of expressive arts and design.
- Staff performance is not effectively monitored as management do not supervise or support staff to develop their practices and improve outcomes for children.
- Staff working with the youngest children do not consistently promote children's good health through hygiene routines.
- Staff do not effectively support some children's developing physical skills and independence at mealtimes.
- Staff do not always ensure children's safety in the case of a fire or other emergency.

It has the following strengths

- Children learn the importance of leading healthy lifestyles through balanced diets and daily fresh air.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed staff and children playing.
- The inspector spoke to staff, children and the management.
- The inspector sampled safeguarding policies and procedures and risk assessments.
- The inspector sampled children's learning journals and observation and assessment documentation.
- The inspector conducted a joint observation with the manager.

Inspector

Sue Mann

Full report

Information about the setting

+The Fruit Tree Day Nursery Ltd registered in 2012. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It operates from the ground floor of a community church building, located in Camberwell, within the London Borough of Southwark. There is an enclosed outdoor play area.

The nursery is open each weekday between 7.30am and 6pm for 50 weeks of the year. There are currently 35 children on roll, of these, 17 are in the early years age range. The nursery receives funding for the provision of free early education to three- and four-year old children. There are 11 members of staff working with the children, including the manager. One member of staff has Early Years Professional status and nine have a relevant childcare qualification to at least level 2. The setting supports children who are learning English as an additional language.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to: ensure that children's behaviour is managed consistently, using age appropriate techniques; and ensure that the behaviour management policies and procedures are implemented effectively and the named lead practitioner has the necessary skills to advise other staff on behaviour issues.

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure children are able to use a suitable range of challenging resources to support their individual learning and development, particularly in the toddler room
- develop the programme for expressive arts and design to provide children with opportunities to use their imaginative and creative skills
- ensure that effective systems are in place to monitor staff's performance.
- ensure that children's good health is promoted through consistent hygiene routines, with particular regard to hand washing routines for the youngest children.
- develop the educational programme for physical development to promote children's independence and physical skills at mealtimes
- take all reasonable steps to help children learn how to protect themselves in the event of an emergency.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Although the provision takes some steps to meet the needs of the children who attend, the weaknesses identified in safeguarding children's welfare and in their learning and development mean children's needs are not being met adequately. Most staff demonstrate they have a suitable understanding of the Early Years Foundation Stage. They use observations and assessment to identify children's current stages of learning and development. This helps staff to plan activities to support children's next steps. Parents fill out child record forms at the start of each new care arrangement, which means that staff

know children's starting points on entry. There are suitable systems in place to complete the progress check for two-year-old children. However, staff do not sufficiently focus on children's learning or motivate and encourage children to try things for themselves. This hinders children's progress. Consequently, children are not ready for the next stage in their learning and development.

The nursery has many resources, which are kept in cupboards in the rooms. However, staff in the toddler room do not use the resources to provide children with suitable play experiences. For example, tables are left empty and there are hardly any other resources out for children to play with. This means that children's options are very limited and they argue over the resources which are available. This does not support children to learn through play or make independent choices. In addition, staff do not support children when they are playing. For example, when children are playing with play dough, staff do not sit down with children as they play. Instead, they carry out routine tasks, such as sweeping the floor. This means that staff are not encouraging children to explore the properties of the dough, for example by modelling how to manipulate the dough in different ways. Consequently, children throw the dough around the room, rather than using their physical skills to design and create models.

Staff working with the older children support their communication and language development appropriately. They use sound questioning techniques to support and extend children's ideas. This allows children to think about what they are doing and possible next steps. For example, staff help children to connect magnetic trains together and then support their game by asking relevant questions. This helps children to develop their smaller physical skills as they think about which direction their train is going in and what they should do when they approach signals. Children tell staff that as the signal is green, their train can continue along the track. Staff help children to learn the skills they will need when they start school. They teach children to learn the sounds of letters in their names, which helps them to learn how to write their names. This helps to promote children's developing literacy skills.

Staff working with the babies provide suitable play experiences. They provide a range of toys which encourage them to investigate and use their senses to find out what they do. For example, children play with electronic toys which respond to their touch rewarding them with lights and sounds. This helps to develop children's understanding of cause and effect, using simple technology in play. However, opportunities for children to express their creativity through role play resources and making marks are not readily available.

The contribution of the early years provision to the well-being of children

Overall, most children across the nursery are happy and have suitable relationships with staff. Parents spend time with their children, helping to settle them in and form suitable relationships with their key person. The youngest children show appropriate attachments to their key person, who help to ensure that each child's individual care routines and

needs are met. Similarly, pre-school age children enjoy playing and talking to their key persons. However, relationships in the toddler room are not as strong, due to staff changes and staff's lack of enthusiasm. Consequently, children in the toddler room are not able to enjoy the same warmth and consistent care as those in other rooms. This is because staff's practices and their performance are not monitored through effective management supervision to ensure consistency.

Most staff manage children's behaviour suitably. They use re-direction and praise to reward children for their good work and listening to instructions. However, in the toddler room, staff are not able to manage children's behaviour consistently and the lack of resources to challenge children contributes to their inappropriate behaviour. Staff do not explain to children why their actions are not acceptable in language that children understand. For example, they ask young children to say 'sorry', before they are able to understand what 'sorry' means. In addition, the staff are not good role models as they use language which is inappropriate when talking to the children. Furthermore, the behaviour management policies and procedures are not being implemented effectively and the named lead practitioner does not have the necessary skills to advise other staff on behaviour issues. This was a previous action at the last inspection and has not been fully addressed. Consequently, this continues to be a breach of the safeguarding and welfare requirements as set out in the Statutory Framework for the Early Years Foundation Stage. In addition, this is a breach of the associated requirements of the Childcare Register.

Staff generally support children's health and well-being suitably. Staff encourage toddlers and the older children to manage their own personal hygiene routines, which promotes their growing independence. They remind the children to wash their hands after playing outside and before eating. However, staff working with the youngest children do not always remember to wash their own hands prior to eating. This means that the staff are not taking effective and consistent steps to minimise the risk of cross-infection. The nursery employs a cook, who provides children with healthy, balanced meals and snacks. The cook plans a varied menu, which means that children are able to experience and try a variety of foods from different countries. For example, they enjoy chicken and vegetable skewers, which they have with rice. However, staff miss opportunities to enable children to develop their physical skills at mealtimes by allowing to serve their own food. This does not encourage children to extend their independence and smaller physical skills further, such as through learning how to handle and move spoons to serve their own food. The organisation of mealtime routines in the toddler room is not smooth. Staff sit the children down at the table long before their food is ready. Consequently, children become bored while they wait, which results in inappropriate behaviour. All children are able to play outside daily in the nursery's garden. This helps to support their well-being and enables them to develop their larger physical skills, such as balancing and climbing.

The staff have links with the local schools. Staff write reports at the end of children's time at the nursery and share these with the teachers. This enables teachers to continue to support children at their own stage of learning.

The effectiveness of the leadership and management of the early years provision

The manager has not met all the requirements, as set out in the Statutory Framework for the Early Years Foundation Stage. Consequently, there are a number of breaches of the legal requirements. In the toddler room, staff are not able to manage children's behaviour consistently or effectively which hinders some children's play and learning. In addition, staff do not plan sufficient activities and provide enough resources to prevent children's behaviour becoming disruptive. As behaviour management was an action from the previous inspection and this continues to be a weakness, Ofsted intend to take enforcement action.

The manager shows a suitable understanding of the changes which must be notified to Ofsted and has put in place training to ensure all staff have a sound understanding of the safeguarding policies and procedures. This means that staff are aware of the procedures they should follow if they have any concerns about children in their care. Risk assessments and daily checks help to ensure that the staff are checking, identifying and minimising any hazards to children. Consequently, children are able to play in a warm, safe environment. There is a fire evacuation procedure in place. However, as this is not practised regularly, the provider is not meeting the legal requirements to take all reasonable steps to ensure the safety of children in the event of a fire or other emergency.

Recruitment procedures have now been strengthened. The manager ensures that all staff complete the necessary checks to ensure that they are suitable to be working with children. Consequently, all staff are thoroughly vetted and checked prior to being cleared as suitable. There are procedures in place to ensure that induction systems support staff to learn the policies and procedures of the nursery and their own roles and responsibilities. Generally this system is effective; however, not all staff implement policies and procedures consistently across the nursery, such as behaviour management. There is documentation in place to record staff's progression through the induction process, which means that the manager is able to ensure that all staff have completed the appropriate procedures in their first week. Staff have regular supervisions and appraisals, which helps to identify any additional training needs and allows staff to discuss any concerns they may have personally, or about a child in their care. However, supervisions do not cover effective teaching practices, which means that staff are unable to improve their personal effectiveness and promote positive outcomes for children.

The staff meetings enable the manager to seek the views of the staff about the nursery and the service they provide. This information feeds into the self-evaluation process, which helps the staff and manager to evaluate their strength and weaknesses. The manager has an action plan in place to make the necessary improvements at the nursery. She is using external professionals to help put in place training, support and guidance to help address the actions raised at the last inspection. However, the self-evaluation plan is not rigorous or robust enough to identify the breaches in the legal requirements and the effect of these on children's care, learning and development.

The manager monitors the children's observations, assessments and learning journals. This helps to ensure that staff are correctly identifying children's stages of learning and development. However, some staff are not using this information to plan challenging and enjoyable play experiences for children. Consequently, some children are not making suitable progress in relation to their starting points. For example, staff teaching practices do not encourage or motivate children to take risks and try things out for themselves. Staff provide daily verbal feedback to parents. This keeps the parents up to date with their children's learning and development. Learning journals are available for parents to see when they choose. The manager provides parents with a welcome pack when their children start at the nursery. This informs parents of the relevant policies and procedures. In addition, all required parental permissions are in place, which means that staff are able to take children on outings and seek emergency medical treatment if necessary. Staff have suitable links with external professionals. This enables them to seek support and guidance, particularly to help provide support for children with special educational needs and/or disabilities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children's behaviour is managed in a suitable manner (compulsory part of the childcare Register).
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the childcare Register).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY441320
Local authority	Southwark
Inspection number	952093
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	44
Name of provider	The Fruit Tree Day Nursery Ltd
Date of previous inspection	03/10/2013
Telephone number	02077015522

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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